

The Filipino Teacher

Vol. III

SEPTEMBER, 1909

No. 4.



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The Filipino Teacher

A MONTHLY JOURNAL PUBLISHED BY THE PHILIPPINE TEACHERS' ASSOCIATION

VICENTE DIAZ Editor

VOL. III

MANILA, SEPTEMBER, 1909

No. 4

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Change of address.—Subscriber must notify us of any change in their addresses, giving the former and new addresses.

EDITOR'S PAGE

ENCOURAGING WORDS In closing the Second Volume of this journal we made the remark that "if there is anything that makes us redouble our efforts in this self-imposed task (the task of publishing this journal); if there is anything that guides us and makes us conquer difficulties which beset the long and thorny road of periodism, certainly it is the kind words of approval and encouragement we receive everywhere and the thought that we are doing something in behalf of education in which the Philippines center all its hopes for a brilliant future" We renew that statement in this issue and we publish below some of the letters which we have received from various subscribers kindly expressing their unsolicited opinions about "The Filipino Teacher". The Editor's only regret is that space allows him to publish only some of these letters.

Mr. J. R. A. Pirigan of Laoag, Ilocos Norte, writes:

"THE FILIPINO TEACHER"

Manila, P. I.

DEAR SIRS:—

I have been receiving the "The Filipino Teacher" since last February, and I found it to be not only an appropriate paper but an excellent one for such a mission as it now pursues. I am glad to tell you that had I not known about it before, I would have lost one of my promising chances in life.

The "Filipino Teacher" certainly deserves its popularity, not only because it is a tri-lingual monthly, but because it is an up-to-date review and has the "right and proper spirit" of a paper to be published in a country like this of ours.

I have enjoyed reading the articles written in it and I was perfectly satisfied, and I don't see how every Filipino could get along in their work without it.

You may publish this letter if you so care; and as an appreciation to the noble and dignified ambition of your paper, I promise to help "The Filipino Teacher" in every laudable manner, to find its way in every nook and corner of the Archipelago. Let the "The Filipino Teacher" be in every Filipino Home.

I wish you success,

I am

Very Respectfully

J. R. A. PIRIGAN

Mr. Sebastian Tomacruz of Subic, Zambales, writes:

Editor, "THE FILIPINO TEACHER"

Enclosed please find the amount of ... I take great pleasure in reading "THE FILIPINO TEACHER" which has helped me and my family to prosper....

Hoping the ultimate success and progress of our beloved paper, I remain,

Respectfully,

SEBASTIAN TOMACRUZ.

The following is an extract from a letter received from Miss Inez N. Moreto of Palo, Leyte:

The manager of "THE FILIPINO TEACHER"
Manila, P. I.

Dear Sir:—

..... Please send me your worthy journal which I appreciate reading.

I congratulate you for the best work being done in said journal, and before closing let me express my sincerest thanks for the various copies already distributed.

Very respectfully,

INEZ N. MORETO.

Mr. Lorenzo K. Bautista of San Juan, Batangas, writes:

The Editor of "THE FILIPINO TEACHER".

Manila, P. I.

DEAR SIR:—

I have the honor to state that I am well pleased with the paper that you are publishing. I see clearly the noble purpose and lofty ideals of the Philippine Teacher's Association, and this paper being its organ ought to be patronized of course by all patriotic Filipino Teachers.

Very respectfully,

LORENZO K. BAUTISTA.

"The Filipino Teacher" highly appreciates all these encouraging words. We are glad to hear that our readers find this journal some help to them. It is our greatest aim and hope to make this journal worthy of the support the public is giving it. We hope that by means of this journal a teacher stationed in the most secluded barrio school can be made to know

what his fellow teachers are doing in other schools and what he in turn, is doing in his own, thus acquiring a more or less correct idea of each other's work. This constant exchange of ideas is unquestionably of untold value for teachers in their everyday work. We aim to bring before the people in a most effective way the purposes of the government as represented by the Department of Public Instruction. We aim to help the government in every way we can in its work of enlightening the people. "The Filipino Teacher" fully realizes the difficulty of this enterprise but it finds consolation in the fact that its well-directed efforts find approval and encouragement in the eyes of public opinion.

* * * * *

WHAT IS THE DIFFERENCE? Indeed, what is the difference between a *Teacher* and a *Maestro*? If the handful of

half-baked, (pardon us the phraseology) new fashioned reporters who write in a certain daily, and the few who set up themselves as critics would take up the trouble of enlightening us as to the difference between those two words, we will be very much obliged. Some reporters—and thank God they are only a handful—when they write the account of any event in which a Filipino teacher is concerned, make it a point to speak of that teacher as "el teacher" or "un teacher" despite the fact that the account of the event

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is written in Spanish,—a language which possesses a word which means "teacher". Nor is this enough. In these chronicles or accounts, to better attract the attention of the reader, the word "teacher" (as if the denial of translating it into a similar word in Spanish is insufficient) invariably appears in *italics*. The matter in itself is trivial, and we do not want to be understood as bringing it up for the vain purpose of having the Filipino teacher called "maestros", for, to these modest, hard-working, poorly-paid government employees, whether these half-baked reporters and self-titled critics call them "teachers", or "maestros" or anything, is of no importance to them. The Filipino teachers, far from being like these same reporters and critics who, after scrawling a few badly written lines in the Spanish press and making one or two unfounded, groundless, criticism of any and everything, call themselves "literatos" or "politicos", are persons who believe that it is the work and not the name that counts. Thus, we bring up this question, not to demand that the word "teacher" be translated into "maestro" or vice-versa, but to show to the impartial public the fact that these same reporters, in their desire to ridicule the Filipino teachers, have innocently and unwillingly acknowledged the truth that the *teacher* of to-day is by no means the same person whom ten years ago they called *maestro*. There is a wide difference between them now.

The "teacher" of to-day is not the "maestro" of yesterday who, seated in an easy chair, with the children around him seated on the floor, heard the "Doctrina Cristiana" memorized by the children from where it says "Imprenta de.... to where it ends with the words "fin", without any explanation of any of the words therein contained, nor taking the trouble of telling the pupils what they read about, thus making human parrots out of them. We can say more about the matter which will illustrate the difference between the two, but we think the foregoing paragraph is more than sufficient.

Articulos llamados de regalo para bodas, cumpleaños y recuerdos ó souvenir en general. No se especifica por haber inmenso surtido, y muy barato y siempre barato en LA PUERTA DEL SOL.

The Man and The Epoch (*)

LADIES AND GENTLEMEN:

We are now gathered together here to celebrate the first anniversary of this enduring association,—an event that should indelibly be recorded in the annals of our town, and in our minds. This is a moment when we again meet with effusive glee and exhilaration radiating from our faces. For we this is a kind of Paradise where blisses and happiness reign in double sway. My soul knows not where to go; for it is frightened by the joy that likes to supersede it.

We all know that this association was organised only a year ago, but I am sorry to say that thru the road of its last year's existence it had encountered many difficulties and obstacles. But God, the Almighty, gave strength enough to defend itself from the storm of oppositions, and of many struggles of great magnitude that had unpitiously obstructed its first flourishing growth. These should not be wondered at, for, we must remember, that we can not attain success without any opposition. Oppositions are natural to any valuable work, but if such oppositions can be overcome, beatitude of success will surely crown the conqueror.

So with this association. If it can successfully battle with the difficulties that threaten its existence, we will then be able to say that it is on the foot-hold of success, from which will emanate felicity, prosperity, and enthusiasm. In it will then preponderate the bidding diffusion of friendship that will surely predominantly prevail; in it will intercross the golden flow of fraternity; in it our want of knowledge, we who are deprived of school advantages, will gradually be satisfied by the help given by those who had and besides all, our townsmen's prostrated condition will be brought into a nimble energy in the love of ambition.

Perhaps you will wonder at my last remark; perhaps you will ask me why I said that our townsmen do not yet have ambition. If so, I therefore need your undivided attention in order that I may clear it up into your judicious minds.

Beckoning breezes of amity diffuse thru my heart; emotions of solidarity fly here and there, like birds in the sky that fly back and forth; loving souls are they that are now here to hear me; and because of these I, therefore, trust myself in your righteousness and sane judgment.

Because you are persons with hearts, you are, therefore looking for those who have hearts too; and from the height of those abodes of good feelings, I humbly implore your kindness to excuse me if I may slip and deviate from the point and fall into the black abyss of mistakes.

Permit me to allude things of the past, because

(*) Speech delivered by [it its author at the anniversary of the Union Zambaleña of Iba] Zambales.—Editor

A question of such necessity needs every thing that may give it light. We know the *man* and we know the *epoch*.

The man: this which they call the first being of the universe; this king of creation, good, powerful and intelligent; this God of earth, humble among the strong, strong among the humble, and was born in this vale of tears. These situations are like electrified bodies that are almost of the same fashions and manners. But, let us leave the *man* and take the *epoch*.

Twentieth century! Welcome are you besides your nineteen brothers which had been here as well as you. Welcome are you because though you are yet too young and a novice in the affairs of business you have given a decisive exhibition of your force to obtain bordered end with dazzling aureole, which is in the manner of a "Program" that reads, "I am positive". That is, you are to give commencement to an epoch purely of works, of sums, and of results of longsince longings. But these, you remember, were due to the works of your just had been expired brother, whose works were always kept fresh by our irrigating wishes. He plowed the ground, cut the weeds and planted the seeds for you to reap to maintain us. But why do you not feed us alike? Believe you say that you help only those who help themselves. If so, I have therefore, opened the question.

Now, fathers, mothers, brothers, sisters, and friends, here are now the golden fruits of the plants planted by the last century and are now in the barn of this young. Why do we not use them? Perhaps, judging from a wide point of view, and seeing through the light radiated by the past, some of us will say, "I can not". We can not? But, where does the impossibility lie? Ah! whence it may be seen that, considering well that axiom which says, "Where there is a will there is a way," it therefore lies on our lack of ambition. It needs no other proof. There is not the most difficult thing that can not be done

if ambition guides us, but if we lack ambition we lack every thing, we lack energy, we lack zeal, and we lack enthusiasm.

But there is a remedy. If we only give love to the patient and judicious reading of the works of some great men, like Rizal for example, and others, the energy of our ambition will be stimulated like the current of electricity; and once stimulated, the stimulus will serve as a rod through which will flow our everlasting wishes for the amelioration of our present condition. In them we will read that the first remedy whereby we can avail ourselves of everything that is before us, and for bettering our prostrated condition, is to give ourselves to association. Those books are the advocates which will lead us to the true road.

It is not hidden from view that many are still sonambulating thru the road of existence, because we keep ourselves away from the magnetism of associations; and, if we happen to be magnetized, we just show our energy like a bad kind of friction match, which, when the stick is struck against the case, will kindle and them extinguish. It is not hidden from view that, as a result of this, all kinds of difficulties happily remain upon us. Our commerce languishes because we lack the spirit of association; our industries prostrate, because we lack union caused by our fear to form ourselves into associations. I therefore raise my voice to the height of your feeling to implore from you your brotherly cooperation because only from you I cooperation will come the force to harmonize and unite the present discordant condition that prevails in this town. I raise my voice with the spirit of my profession, and with the fervor of my mission.

My coworkers, dispair not. If we only arm ourselves with stubborn patience as with triple steel, we will surely conquer. Let us try and try forever to make this association a leaven to leaven us.

Thank you.

CLETO ARNEDO.

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**CONSTITUTION
OF THE**

Philippine Teachers' Association

Continuation.

ART. XI.

Sect. 1.—The General Convention of the P. T. A. shall be composed of the Executive Board and of all the Delegates officially appointed by each Provincial Committee. This Convention shall be the legislative and judicial body of the P. T. A.

Sect. 2.—The General Convention shall be held in ordinary session once a year previous the call for the same by the Executive Board. The General Convention shall be held in special session on the following cases: [a] when the Executive Board may deem necessary; (b) when at least three (3) Provincial Committees of the P. T. A. apply by written petition to the Executive Board with exposition of its purpose.

Sect. 3.—The ordinary and special sessions of the General convention shall be called at least one month before the date assigned for the same.

Sect. 4.—The decisions, and resolutions approved in the General Conventions officially constituted shall be considered valid and executive.

Sect. 5.—In the General Convention of each year the members of the Executive Board shall be elected by ballot, by the Delegates present in the Convention.

Sect. 6—In the General Conventions all active members shall enjoy the right to take part in the debates but only the Delegates of the Provincial Committees officially recognized to represent them shall have the right to vote.

Sect. 7.—Any active member of the P. T. A. elected by the Provincial Committees as Delegates to the General Convention, shall be recognized, provided that he present his appointment signed by the President.

Sect. 8.—In all sessions of the General Convention the President of the Executive Board shall preside and lead the debates. The Secretary of the Executive Board shall act as Secretary of the Convention.

ART. XII.

FUNDS

Sect. 1.—The funds of the P. T. A. shall consist of the Executive Board and those of the Provincial Committees.

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Sect. 2.—Each Provincial Committee shall care for and preserve their own money.

ART. XIII.

ANNIVERSARY.

The 8th. day of September of each year shall be considered the anniversary of the foundation of the Philippine Teachers' Association, which shall be observed by all the Provincial Committees.

ART. XIV.

OFFICIAL ORGAN.

Sect. 1—The official Organ of the Philippine Teachers' Association shall be "The Filipino Teacher".

Sect. 2.—This Organ shall be conducted and managed by the Executive Board.

Sect. 3.—The Executive Board is empowered to appoint the members of the Editorial Staff subject to the approval of the General Conventions.

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ART. XV.

AMENDMENT OF THE CONSTITUTION.

In order to amend any portion of this Constitution it shall be necessary a written proposition contemplating such amendment approved by 2/3 of the votes of the members of the Convention.

ART. XVI.

DECISIONS OF THE EXECUTIVE BOARD.

All constitutional and by-law questions not specifically stated herein shall be settled by the decisions of the Executive Board which shall temporarily take effect until the same are confirmed or revoked by the General Convention.

ART. XVII.

EFFECTIVENESS.

Sect. 1.—This Constitution shall take effect on its approval.

Sect. 2.—Approved April 24, 1909.

WOMAN'S PAGE



Mrs MARIA DEL ROSARIO.

Miss Del Rosario, with whose "cut" we now honor the columns of the "Woman's Page," needs no introduction to our readers. She hails from Cavite, Cavite, and there received her first education in a Spanish private school. She later entered the first American school established in her town from which she was promoted to the Cavite High School. As a pupil she won the love of her teachers by her constancy and assiduity in her studies; as a teacher she is loved and highly respected by her pupils because of her exemplary and affable character. She is a member of the Board of Directors of the P. T. A. of Cavite and Treasurer of the "Circulo Rizalista" of that town. In her, the Philippines have a daughter to be justly proud of.

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Success in Teaching

Anyone who chooses teaching for a life-vocation wishes to be successful in her work. In order that a teacher may obtain success in teaching, she must see that everything she does is related to the well-being of the people of the town.

A teacher must show by her examples that she possesses good and strong character, because we can not expect good moral teaching from a teacher whose character is weak. Each pupil in the school ought to receive good moral instruction, because without this, people can never be well educated.

A teacher must endeavor to show the parents of the pupils that her education is a guarantee that she is worthy of leading their children into good and honest ways. She should visit the parents sometimes especially when a pupil is absent without knowing the cause; and at the same time tell the parents about the studies and deportment of their child. This talk should be done in a cheerful, kindly, and encouraging manner. By doing this the parents will see that the teacher is taking great interest in teaching their children. As the parents really know that the teacher is very interested in their children's welfare, they will be willing to help the Teacher in her work of giving their children a perfect education.

A teacher ought not only be a friend of the parents but she must also be a friend of the pupils. In this way the pupils will have confidence in her, then she will easily know the character of each pupil. This gives the teacher the opportunity of studying the kind of treatment that each pupil ought to receive. In a word she must be kind but firm so the pupils will respect her.

Another important work of the teacher is to prepare her daily lessons. She must prepare her lessons

before appearing in the class. She must never go to the class and ask on what page the lesson is, because asking this question makes the pupils think that the teacher herself does not mind her teaching or they may think that she has no interest in the lesson. A teacher must make the lessons for every day appear very interesting. She must let pupils understand that she feels sorry if someone in the class does not know the lesson. If the pupils love their teacher they will try to study hard in order not to see their teacher in that manner.

The pupils in the class ought to be quiet and attentive, because if they are noisy no work can be done well. No explanation can be introduced well in the pupil's mind and the work of the teacher will be worthless. So over all a good management should be had in the school. If a teacher has a good discipline and she puts all her best energies in every day's work, it is beyond question that this kind of teacher will be successful in her teaching.

(Miss) MARIA DEL ROSARIO
Teacher of the San Roque
Central School, Cavite.

Education of Girls and Women (*)

The Philippines are fortunate among countries of the East in the position occupied by women. In the social life of the country they have a place as influential and respected as that of the men.

The woman's influence in the household, in the direction of household affairs, and in the business interests of the family is preponderant. Filipinos seem to regard the judgment of the women as being cooler

[*] From the eighth annual report of the Director of Education—Editor.

and wiser, and it is ordinarily adopted. Women are engaged in all sorts of occupations; besides being venders and hucksters, they are shopkeepers and frequently commision merchants on a considerable scale. There are many women of wealth who hold property independently and manage it themselves. This a condition which gives the Philippines a great advantage over other oriental countries. On the other hand, while the woman's influence is fully equal to that of the man in domestic and practical affairs, they have not enjoyed equal priveleges of education until recently. Lately a number of women have taken law courses in private schools of Manila, though I am informed that none have passed the bar examination. There are three women studens in the Philippine Medical School. Of 6,804 Filipino teachers, Insular and Municipal, regular and temporary, 2,108 are women. A considerable number of young women fill positions in public offices. The Director of Civil Service states that during the last five years 1,371 young women have entered civil service examination in English, of whom 269 passed a teacher's examination and 153 passed a clerical examination. Since the organization of a modern telephone system in Manila, they have filled the positions of telephone girls, and in the stores of Manila there is commencing to be an increasingly large number engaged as accountants, clerks and saleswomen. Girls do not, however, attend the public schools or any schools to the same degree as do boys. The disparity between the sexes in the primary schools is 137,974 girls to 221,923 boys. In the intermediate schools this difference is even greater. There were last year 2,898 girls and 10,481 boys in such schools, while in the secondary course, out of 1,324 students only 240 were young women. While there may always be a greater demand for highly trained men than for highly trained women, social improvement in the Philippines depends upon an educated body of women no less than upon a similar body of men.



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TEACHERS' DEPARTMENT

Hints in Teaching

The delightful Portia in Shakespere's "Merchant of Venice" has said, "If *to do* were as easy as *to know what were good to do*, chapels had been churches, and poor men's cottages princes' palaces." To know what to do and how to do a thing is indeed very much easier than to practice it. Thus we may learn the "do's" and "don'ts" in teaching yet they still will amount to nothing unless we learn *to habitually do* the things we have learned that *are good to do*. It is then, and then only, that we can enjoy delicious fruits of the seeds of our labor.

I. Filipino children in general are prone to think that teachers are their enemies: that is, they (the teachers) always watch for their mistakes and delight in giving them low marks, and punishing them. No, it could not be so. The teacher must make the pupils feel and know that she (the teacher) is their friend and helper; that she is ever ready to give her help. In this way she will surely gain the *confidence* of her pupils—one of her tools of success. There must be harmony between teachers and pupils.

II. Show yourself [I shall consider the reader a teacher.] interested in your work. This will arouse your pupils' interest. Your subject may not be of interest yet if the children see that you are enthusiastic they will be aroused by its radiating rays and they too will be interested. A cold uninterested teacher chills the warm young hearts of her pupils.

III. Never appear before your class with a sad or frowning complexion. Remember that you are the barometer of your class. Always look pleasant, sunny and helpful. The children will feel at ease; they can

exercise their minds better and a more satisfactory result will be obtained. Get rid of scoldings if you can help because they mar the beauty of your face and have a negative effect upon your nerves, and upon those of your pupils. Besides scoldings dim the sunshine of harmony in your class. Make the school room a nest of happiness, not of misery.

IV. You should always be just and impartial in your dealings with the individual pupil. Favoritism must not exist.

Always *mean* what you *say*, *say* what you *mean*, and *do* what you *say*. Require pupils to always obey your instructions.

V. Always prepare the lesson you are to teach before attempting to teach it, no matter how well you know the lesson; and prepare the questions beforehand so as to avoid hesitations in asking questions before the class. Do not confine yourself to the textbook, but you must bring in all kinds of informations which will make the lesson more interesting and profitable.

VI. Except in a few cases, don't keep children at recess or after schools. If you are obliged to keep

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him at recess allow him five minutes at least to leave the room before recess closes.

Be with the children at recess. Converse with them. Make them exercise their seat tired limbs. Make them play and you may play with them if they so ask you. You must show yourself interested in their welfare. See that they do not break school rules, as by smoking, gambling or writing on the walls of the building, etc. Besides all these, recess is a field where you can best see and study the character of every child; and in educating him morally you will know what you are to do.

VII. Teach cleanliness in dress, in teeth, mouth, face, hands—in body; teach cleanliness and carefulness in books and neatness in all work. Books should be covered; no pencil nor papers should be placed in the book.

Teach politeness and morals by precept and by example. Lead them to love the true and the beautiful but make them hate what are not.

IX. Remember that you are the example of your pupils. They imitate and assimilate your habits. Be careful then that you should be neat and clean and orderly in person and unimpeachable in character. Never be late.

X. Oblige the children to put all their things in the desk except the book they use in that particular period.

XI. Do not begin the recitation until every mouth is quiet. If a pupil talks or, in any way, disturb the order of the class, stop—don't continue or attempt.

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ESCOLTA

to go on till order is established. A soft question "Have you finished?" may do an amount of good to discipline him and the class. Inculcate in them the love of self control, activity and the value of duty. Unless it is very necessary, don't allow the pupils to leave the room during periods.

XII. You must eliminate yourself from doing the work that the children can do, make them do all the work they can do for themselves.

XIII. Insist upon good writing; and do not admit any work that is not the product of the child's best efforts. Say to them, "Children, as you wish to be successful *you must always do your very best*. Tell the weaker ones the old but pleasant story of the

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"Hare and the Turtle;" how, in spite of her slowness the never-lazy turtle outran the winged-footed hare. So in the same way the slow ones in the class by always doing their utmost best, they successfully pass the examinations while there may be some smart ones who, confident of their ability, sleep their valuable time away—only to find themselves when they wake up, far behind their slow classmates in the race, for they failed in the examination. So success is within the grasp of both the weak and the strong. Encourage a dull pupil rather than scold him. Tell him that you are sure he can do better work if he will only try. Have a ready praise to all good work, that is all the products of their best efforts.

XIV. Make your room the most attractive spot of all. This will create an unconscious love for study and for school.

XV. Give a short literary program once every month at least,—say every first Saturday. Select short easy pieces in poetry and in prose for them to memorize, teach some catchy songs and some funny pantomimes. You will find the children ready and

willing to take part in the program. They want their names to be written in the program and take pride in it. You may extend the invitation to children's parents. What are the benefits of this? Two-fold: The love of study is stimulated in the pupils and interest and satisfaction from the fathers and mothers.

I fear that I am taking too much of your time, so this will do for the present. In the next issue I shall discuss about the "Art of Questioning" and other matters of interest.

J. JULIANO.

Paco Intermediate School.

WANTED

We would be grateful to readers having copies of *The Filipino Teacher* of the following issues, if they would kindly send same to the Manager in order that our files may be complete.

July, 1907—(No. 3 Vol. I)

Sept. 1907 (No. 5 Vol. I)

Aug. 1907—(No. 4 Vol. I)

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THE MONTH IN REVIEW

DR. BARROWS' RETURN.

—Dr. David P. Barrows Director of Education, is now back from his recent visit to Java. Interviewed by "El Renacimiento," he said that educational conditions in Java can not be any better, and that his impressions of the Island are, on the whole, satisfactory. In point of civilization, Dr. Barrows said that the mass of the Island is in a very lamentable condition, and that it can in no way be compared with the people of the Philippines in culture and education. "The Filipinos," he said, "are much more educated and instructed than the Javanese."

INSPECT SCHOOLS.

—Commissioner Gilbert, Secretary of Public Instruction has recently visited the Primary Schools of Manila and was well pleased with the Industrial work carried in them. He also visited the school of Arts and Trades and found everything satisfactory there.

EXAMINATION.

—The Bureau of Education has set October 21, 22, and 23 the dates for the examination to be given in all the schools of the Archipelago for the completion of the first semester. The Committee which wrote the examination questions is composed of Mr. G. L. Hall, Chairman, Miss Jessie L. Durham, Mr. C. H. Crower, and Mr. Fred Waters members

INAUGURATION.

—September 11, saw the inauguration of the Intermediate school of Binalonan, Pangasinan. Com. Gilbert and Mr. Brink were present in the act and honored the occasion with their speeches.

RETURNING.

—Miss Kate Black the popular Supervisor of Music of the Manila schools is now en route to these islands, having left San Francisco August 24. It will

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Do remember that Miss Black left for the United States on leave of absence shortly before the schools closed for the summer vacation.

ILL.

—Mr. Leoncio R. Gonzalez, President of the Committee of Manila and Editor of the Spanish Section of this journal is at present confined at home on account of illness. We wish him a speedy recovery.

NOTES FROM ZAMBALES

INDEPENDENCE DAY

The High School and the Constabulary athletic teams had a contest in base ball on the Independence Day July 4, 1909. After the events were over, it resulted that the Constabulary had only 8 scores while the High School Team 16 scores. The Superintendent of Schools and the Captain of the Constabulary intervened during the game when a row arose between the challenging teams. The orchestra of Iba played a march for the victory of the High School Team.

ANIVERSARY OF "UNION ZAMBALEÑA".

The Committee of the "Union Zambaleña" in Iba rendered a very interesting program on Monday night, July 12, 1909. Governor Alba, Honorary President of the Committee spoke of the history of the "Asociacion Zambaleña" organized by the Zambales students in Manila in 1905. Mr. Zacarias de Leon, President of the Committee spoke minutely of the works of the Committee of Iba and its historical transition. Mr. Corley, Division Superintendent uttered some words of appreciation for the untiring efforts of the Filipino people, and for the civilizing cluster of the historic associations in the Islands. Misses Babina Manday, Fernanda Mora, and Prudencia Gonzalez were the center of attraction during the entertainment on account of the excellent performance of their parts in the long program. The Iba orchestra and Acayan's phonograph played in the intervals of the "discursos".

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The scene closed with the "Star Spangled Banner", and "Himno Nacional Filipino".

PHILOMATHIAN LITERARY SOCIETY.

For the purpose of reviving the dormant literary spirit of the students of Zambales, the Philomathian Literary Society of the Provincial High School held an election for its new officers in July 16, 1909, after the adoption of its new constitution. The following are the officers elected:

President	Epifanio Estrella.
Vice-President	Isabela Archacoso.
Secretary	Becario Aguilar.
Treasurer	Manuel Agana.
Critic	Mr. Moynan.

Mr. Jamison, Principal of the High School is the Attorney of Society, ex-officio. He assists the officers and members of the Philomathian Society in all their dealings along parliamentary and literary lines.

—This same Society gave a ball in the Assembly Hall of the high school for the "Occupation Day". The society is indebted to Mrs. Clark, Teacher of the Domestic Science and her pupils for preparing the refreshments and "dulces" for the dance. The high school and Iba orchestras rendered music for the occasion.

—The Intermediate School of Subic is having bigger attendance than last year. This is due to the fact that some of the intermediate students of the Zambales High School has transferred to that school for being nearer their homes. In last July's report this school made 99 per cent attendance.

—The Provincial High School of Iba is keeping up her excellent record of attendance. The report for last July shows an attendance of 99% for the intermediate classes and 100% for the secondary classes.

—In the afternoon of the "Occupation Day" a reception was given by Governor Alba in honor of Hon. Barretto, Delegate of Zambales to the Philippine Assembly. The latter addressed the public and emphasized upon the students the moral training, reverence for women and the importance of having more women educated, and finally said that he has worked in the Assembly in order to get P6,000 for the erection of the trade school building at Iba, and P4,000 for the domestic science building, and these amounts are now ready for such purposes.

B. ELEYDA, Correspondent.

Dr. Leonides Lopez y Lizó

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LITERARY PAGE

The Tear of Love

VII

The sweetest season in mortal life is when we are conscious that everything in nature seems to smile at us; whom we love is loved by that immaculate being our hope and happiness!

Our Helen and Alfred are now within the limits of that season wearing the crowns of joy! Fortunate hearts!

Would you like, dear reader, to peep within their breast and taste some of their felicity? Read the following letters:

Dearest Love.—How happy we are. It seems to me that even the very stars that adorn the mysterious sky look with an envious eye at my sweetest and me! I am the happiest of men, the most contented the proudest the most fortunate and bleesed. You know why, dearest? Because I know that my Helen loves me. I know that she is mine to eternity and that I am hers forever! It is my joy to see you walk on paths strewn with flowers; it is my felicity to clean your ways from thorns and brambles and makes me very happy to see you smile with satisfaction and love for me, my gentlest Helen.

In the silence of midnight don't you at times hear a vague sound which comes from afar vibrated to your

ears—a sound soft and sweet? It is the echo of the nocturnal song I sing for you

In your meditation when you think of my temporal isolation here delving for knowledge and living, don't you hear a soft murmur of the passing zephyr which stir the leaves? Hark! it carries a message of comfort and love to you. Tho I am here away from your gaze yet your graceful form is ever present in my eyes, and this is enough to make me feel that you are ever thinking of me, don't you?

Write your thoughts to me. Your dearest shall feast on them.

Good-by. May you ever be happy!

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Dearie,—I have read your precious letter over and over again. It and its writer is ever the flower of my thought, the solace in my solitude, the light which casts reflection around the reefs of life which methinks surround me. Oh, if it is not for my Alfred I would have them sunk down, down, down.

When the murmur of leaves or the distant sound of the twitters of birds, or the low moaning voice of the neighboring stream in the dead of night, I always remember my Alfred who at those moments, as in other times, is thinking of me. Perhaps asking himself if his Helen remembers him. Oh, my dearest dear Alfred, there is not one single beat of the great clock of time that you are not present in the page of my memory. You are ever the central figure of my thought. How I wish we are always side by side, gazing at each other. Will you leave that metropolis and enjoy for a while a chat with your dearest who is now almost sick in waiting?

Receive the sweetest love wishes of your.

HELEN.

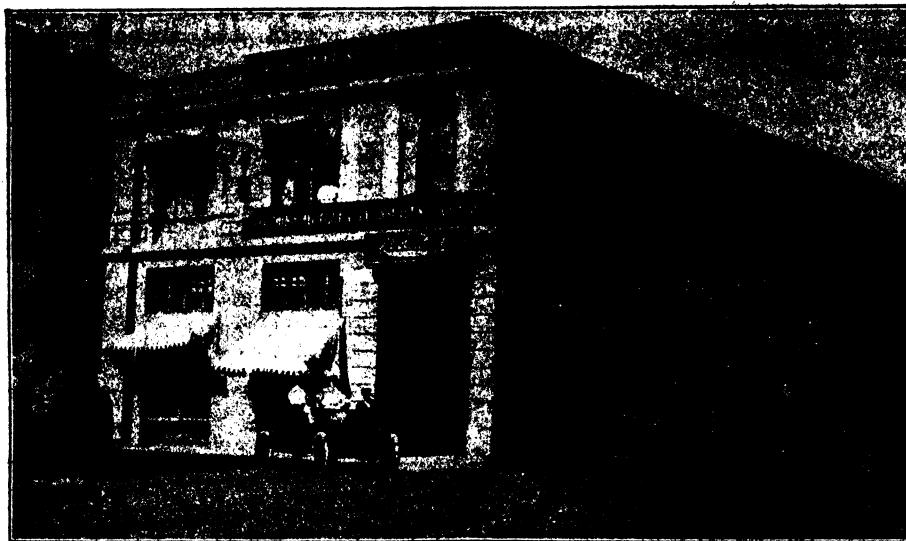
Flowers have bloomed and faded; countless clouds as they journey across the sky have enlivened the fields, with their refreshing drops. The earth with its inhabitants has twice traveled around the sun, silently, without stopping, and never departing from its path. The plants have changed, the fields have changed, the seasons have changed, the whole face of the earth has changed. Everything has perhaps altered;—only two-hearts have remained the same; their vows are unchangeable as the North star. Helen and Alfred, in the vicissitudes of life, know how to direct their vessels. So two years have passed, during which time they enjoyed a world of happiness—loving each other as always with that sweetest love that makes earthly life a paradise of the angels!

JULIANUS,

To be continued



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EDITORIAL

EN PRO DE UNA MEDIDA Si mal no recordamos, la Junta Municipal de la Ciudad de Manila en una de sus sesiones del mes próximo pasado acordó nombrar un comité compuesto del Superintendente de Escuelas y del Ingeniero de la Ciudad quienes elegirán una parcela de terreno de la Ciudad con destino á una casa escuela. Es evidente, que uno de los principales puntos de mira al adoptarse este acuerdo es evitar las crecidas rentas que en la actualidad se pagan por escuelas públicas pero la parte más importante de tal medida no abarca solo la economía al Erario, sino que satisface una necesidad sentida hace bastante tiempo.

El gran entusiasmo que nuestros niños sienten por la instrucción hace que la asistencia anual en las escuelas públicas vaya en aumento, y debido á esto el Departamento de Escuelas se ve en la necesidad de aumentar tambien el número de escuelas. A excepción de unas tres ó cuatro, las escuelas públicas de la Ciudad no reúnen todas las condiciones necesarias y el consiguiente *comfort* que se requiere para centros docentes de esta naturaleza.

Urge pues, que esa hermosa y beneficiosa medida sea muy pronto puesta en práctica. Es mas: pedimos respetuosamente á los dignísimos miembros de la Junta Municipal de la Ciudad de Manila que el trabajo del Comité nombrado no se limite á buscar una sola

parcela, sino varias en los diferentes distritos de la Ciudad y se lleve á cabo la construcción por cuenta del municipio de casas escuelas que sustituyan á las que actualmente se arriendan por el Departamento de Escuelas de la Ciudad. Estamos seguros que este gasto que puede ocasionar á la Ciudad recibirá la entera aprobación del pueblo contribuyente, cuya actitud ha sido siempre simpatizadora á todo dispendio relacionado al Buró de Educación.

Ademas ya es tiempo para que Manila, la capital del Archipiélago Filipino, después de diez años de ocupación americana, cuente con hermosos templos donde se cultiva la luz de la civilización y donde se preparan hombres que serán futuros ciudadanos de la amada patria filipina.

* * * *
LA ENSEÑANZA SOBRE "CUIDADO DE LOS NIÑOS". Es de suma y trascendental importancia este ramo de la enseñanza que se ha comenzado á introducir en las escuelas intermedias. La necesidad de la instrucción en Ciencias Domésticas corre parangon con la enseñanza sobre el Cuidado de los Niños, pues es tan importante la una como la otra. La mujer, que por cuestiones sociales le corresponde el cuidado de la casa, es tambien, como nadie lo debe ignorar, el factor principal al constituirse madre de una familia. De ahí que la instrucción en Ciencias

**Domésticas y El Cuidado de los Niños sean
tan inherentes á la mujer.**

La razón que ha tenido el Bureau de Educación al introducir esta enseñanza en el plan de estudios ha sido extender más los límites del curso de Ciencias Domésticas, y cooperar en lo posible, en restar la mortalidad infantil que á diario se registra. Es indudable que esta mortalidad de los niños, que tiene caractéres tan alarmantes en nuestro país, es debido, en parte, á la ignorancia y falta de cuidado. Para este mismo fin se ha creado la benéfica Institución de La Gota de Leche, pero apesar de los grandes esfuerzos de las personas altruistas y humanitarias para contrarestar esa mortalidad con harto pesar vemos que el promedio no ha sufrido gran disminución.

Este es un punto de capital interés que no debemos dejar pasar desapercibido, pues está relacionado con el porvenir político de Filipi-

nas. La población total del Archipiélago mucho antes de la dominación americana era de siete millones, y en la actualidad esa cifra permanece rigíldamente estacionaria, sin ningún viso de aumento, y si á esto agregamos los frecuentes males ó enfermedades que sobre nosotros se estacionan todos los años, el anterior aserto no deja de infundir horror.

Mil plácemes pues, merece toda obra encaminada á remediar este mal.



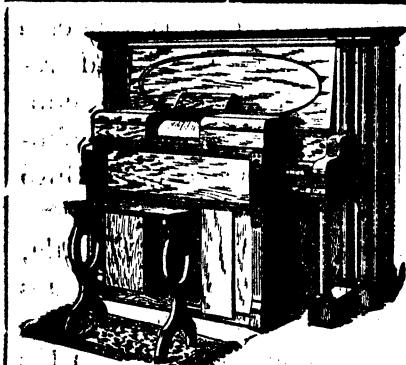
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PARA LOS QUE SE DEDICAN AL ESTUDIO DE LAS MATEMÁTICAS

El Algebra superior siempre me ha parecido un estudio dificilísimo y penoso, que he compadecido de buena fe á los que tienen precisión de emprenderlo. Quizás esto demostrará mi falta de capacidad; pero en verdad conozco á un crecido número de jóvenes que, á pesar de su buen talento y aplicación, han perdido años de carrera por la dificultad que han encontrado en aprender esta parte de las matemáticas tal como se ha enseñado y se enseña actualmente. Todos los matemáticos por eminentes que hayan sido en la ciencia, han venido alimentando y demostrando, como verdad inconscusa, un principio en extremo trascendental y dañosa, no solamente á la ciencia, sino tambien y en muy alto grado á los que se dedican al estudio de las matemáticas.

El primer principio que establecen y han establecido hasta ahora todos los autores de Algebra declarado hoy precisamente de texto en nuestras escuelas es que las relaciones que existen entre las raíces y los coeficientes de los términos de la ecuación, no pueden servir para determinar el valor ó valores de dichas raíces, y de este principio hacen un teorema demostrando

la imposibilidad de hallar las raíces por medio de dichas relaciones. Para esto se han fundado en que, á pesar de reunirse tantas ecuaciones como incógnitas, procediendo por los medios generales establecidos para despejarlas ó eliminarlas nunca se consigue hallar su valor, sino que siempre se reproduce la ecuación primitiva, como vamos á ver.

Sea la ecuación de tercer grado, por ejemplo:

$$C-MC^2+NC^3-P=0,$$
 y según lo ya dicho, tendremos, (Llamando a, b, c á las raíces).

- (1) $a+b+c=m$
- (2) $ab+ac+bc=n$
- (3) $abc=p$

Aquí tenemos tres ecuaciones con tres incógnitas, y siempre que nos hemos hallado en el caso de ser tantas aquellas como éstas, hemos resuelto el problema.

Empleemos aquí los mismos medios. Multiplicaremos la (1) por c, y para eliminar ac entre (1) y la (2), restemos aquella de ésta y será:

$$ab^2+ac^2-be-ac-be-c^2=n-mc^2, \text{ ó } ab-c^2=n-mc^2 \quad (4)$$

Multiplicando ésta por c, y restándola de la (3) para eliminar abc, será:

$$abc-abc+c^2-p-nc^2+mc^2; c^3=p-nc^2+mc^2; c^2-mc^2+p^2=0$$

lo que es la misma ecuación propuesta.

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Se regala una ampliación á los que tomen una DOZENA de retratos de tarjetas americanas para arriba.—PEINADORA GRATIS.
Izquierdo No. 379, Trozo,

Pero esto es un error como tantos otros que han pasado por verdades axiomáticas durante muchos siglos.

Pues en todo problema que se nos presenta con igual número de incógnitas que de ecuaciones, determinamos los valores de aquellas. ¿Como, pues, sucede que las ciencias exactas son aquí impotentes para este caso en que tan ligadas se hallan las incógnitas con los datos conocidos? Porque si nos dan la suma de tres números, diremos que sin variar aquella pueden variar éstos, pero si además de la suma nos dá la de sus productos binarios y el producto de dichos tres números, ya estos son invariables, y por consiguiente, con estos datos debemos tener suficiente para determinar cuales son dichos números.

Gracias al eminente matemático D. Fernando Gómez de Zalazar, Teniente Coronel retirado, autor del **Algebra superior** no declarado de texto en actualidad en el cual se demuestra que no solo son suficientes los datos que nos suministran dichas relaciones entre raíces y coeficientes para resolver las ecuaciones de cualquier grado que sean, sino que sobran todos ellos, exceptuando los del 2.^o, 3.^o y último términos, que son la suma de las raíces, la de los productos binarios y su producto total: y ésto se concibe perfectamente. Si tenemos varias cantidades, a, b, c, d, etc. de las cuales solo conocemos la suma, dirémos que sin variar ésta pueden ser muy distintos los valores de a, de b, de c, y de d etc., por consiguiente muy distintos también pueden ser sus productos, pero desde el momento en que se fija la suma de dichas cantidades, la de sus productos binarios y el producto general, ya los valores de a, b, c, d, etc. están de la misma manera fijados y no pueden tener más que un solo valor cada una de dichas incógnitas, por consiguiente estos datos deben bastar para determinar sus valores, siendo superfluos e innecesarios datos los demás.

Desterremos pues todo procedimiento engoroso y difícil para el estudio del **Algebra Superior** ó de la resolución de ecuaciones de alto grado; hagamos que el estudio del **Algebra Superior** sea fácil para todos ya

que ahora hemos conocido que no son suficientes los datos que nos suministran dichas relaciones entre raíces y coeficientes para resolver las ecuaciones de cualquier grado que sean, sino que sobran todos ellos exceptuando los del 2.^o, 3.^o y último términos, que son la suma de las raíces, la de los productos binarios y su producto total.

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Las colonias escolares

(De *El Renacimiento*.)

Se anuncia que el Ayuntamiento de Madrid organiza este verano, varias *Colonias escolares de vacaciones*. Ya era tiempo que este grave, hermoso y simpático problema se afrontase por la Corporación municipal de la capital de España, con cierta decisión y con alguna generosa amplitud. Años hace que el Ayuntamiento de Bilbao y el de Barcelona, y algunos otros, mantienen esa filantrópica, culta y salvadora institución. Y mucho más hace ya que se inició el movimiento regenerador entre nosotros por el Museo Pedagógico Nacional. Fué en el año 1887. Obedecía el Museo al influjo que, por entonces, se producía en Europa, especialmente en Suiza y Francia, en favor de esta obra social de la Escuela.

¿La razón, de las colonias escolares?

La daba en términos elocuentes y sinceros el mismo Museo en la primera memoria sobre los resultados de su primer ensayo, allá en la atractiva plaza de San Vicente de la Barquera, en el Cantábrico. "Era menester, decía Cossío, hacer algo por esos niños entecos, cerrados á todo sentimiento animador; faltos de alegría, de vivacidad y de candor dispuestos á desconfiar del mundo sin haberlo conocido, ignorante de los más goces que proporcionan" que "así es natural que sean los niños que concurren á nuestras escuelas y que han de formar mañana el nervio de las fuerzas vivas del país."

Pero, y qué son las colonias escolares de vacaciones? Así en general, podría decir que son una institución cariñosa, saturada de amor al débil, inventada por el espíritu devoto de gentes llenas de piedad para procurar la alegría que eleva la vida risueña que educa á esos pobrecillos enclenques y pálidos, de pecho hundido, estrecho de espaldas, flojos de piernas y llenos de tristeza—escribía Sarcey—y, que todos vereis arras-

trarse por el arroyo de las grandes ciudades especialmente, ahora, en esta época calurosa del verano polvoriento cuando las escuelas cierran sus puertas.

Más concretamente, las colonias escolares de vacaciones, son una de las más eficaces manifestaciones—lo comprueba la práctica apariencia—de la que soha llevado gráficamente la "acción social" de la Escuela, más exacto, de la *Educación* y de la *Enseñanza*.

Bien sabido es en que consiste.

Una colonia escolar de vacaciones la constituye un grupo de niños, elegidos entre los más amiserados, raquílicos, enclenques—los minados por la escrofula, los candidatos á la tuberculosis,—grupo que, dirigido por un *educador*, esto es, por quien sepa lo que es dirigir niños, abandona la ciudad en el período en que la escuela se cierra, para residir cerca del mar, ó en las alturas de una sierra, en medio del campo, en lugar fresco y atractivo, alegre, sano, una corta temporada.

Son las colonias escolares á la vez obra de higiene y de educación, y me atrevo á añadir, que de paz y armonía social.

"La colonia de vacaciones, escribe en reciente libro M. Delpésier, separa al niño durante algunas semanas de su mansarda estrecha y calurosa, para llenar sus pulmones de aire sano y vivificante de la montaña ó del mar en vez de la comida malsana y escasa, le ofrece los alimentos sustanciosos y reconstituyentes del campo: por último, en lugar de la calle estrecha y húmeda, la colonia procura al jovencito ciudadano playas de fina arena y llanuras cubiertas de césped, donde pueda libremente descansar y desentumecer sus miembros." Y afiade el escritor citado... "por tal modo la colonia escolar hace de un cuerpo linfático y debilitado un cuerpo rebusto que ofrecerá escaso campo á la enfermedad ó triunfará de ella fácilmente..."

Pero, escribe luego: "si las colonias de vacaciones

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son obra de higiene física, son también [á mi juicio, sobre todo] obra de higiene moral y social."

Y he ahí; creo yo, su admirable característica. En la colonia escolar se trabaja con perfecto equilibrio cuando la organiza y dirige un buen espíritu, por todo cuanto constituye al hombre: por su organismo, por su alma eterna, por el individuo físico y por el hombre interior y al través de él, al través de ese niño testón que alegramos, de ese golfo que sustraemos del arroyo, de ese abandonado á quien prodigamos un mes de abrigo y de caricias, al través de él, la colonia labora por la regeneración de la raza, por la armonía de las clases y por la elevación de todos.

Que es este modo de hacer el bien, como una expresión de amor al prójimo, y bajo la forma suggestiva de una acción educativa todos ganan, todos se levantan: el niño que se alegra y el maestro que lanza su edificación interior.

Soy un caluroso entusiasta, cada año más entusiasta, defensor, y, me atrevo á decirlo, propagandista de las colonias escolares. Cuando llega esta época de los calores que abrasan en estas grandes ciudades, en este Madrid que parece calcinarse bajo un sol implacable, no puedo menos de pensar en el bellísimo alivio de la colonia escolar. Hay que recorrer estas calles estrochas y secas, oscurecidas por nubes de polvo,

hay que recorrerlas y ver jugando en medio del arroyo mismo, sudosos, pálidos, á centenares de niños, arapenos, á veces sin vida, ó mejor, sin vida; alguna en sus movimientos, resignados á no ver más que las casas, y la estrecha cinta azul del cielo que allá en lo alto, sobre los tejados se señala brillante, encendido á ratos por la fuerte luz solar; hay que pensar en su abandono, en su condición triste.

Y viéndolos y pensando en todo lo que su contemplación sugiere, ¿cómo no bendecir la obra de las co-

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lonias escolares que los recoge y con amor de madre los saca dulcemente de ese medio horrible, para llevárselos allá lejos, donde van los elegidos de la fortuna, donde se respira el aire puro en la naturaleza sana en el bosque fresco junto al mar que se genera en la playa alegre.....

¡Ah! que obra mas digna del esfuerzo de toda una sociedad que siente á lo vivo, sus grandes, sus tremendas responsabilidades, que obra, digo, más digna que ésta de recoger por miles, por muchos miles, los niños de la ciudad, del taller, de la fábrica, para infundirles, con la oxigenación del organismo, la otra oxigenación moral del espíritu, poniendo en lo íntimo, en la raíz viva, esta fecunda semilla del bien recibido? ¡quien es capaz del calcular los efectos que tal semilla habrá de producir, andando el tiempo!

Y cuenta que no nace mi entusiasmo por las colonias escolares de vacaciones, de la consideración reflexiva de estos argumentos, ni de una inclinación íntima del amor hacia los desvalidos, sobre todo hacia estos desvalidos niños. Eso bastaría sin duda para convertirme en defensor de la noble y benémerita institución. Pero en este caso mi entusiasmo tiene, además, como supremo aliciente, *la experiencia*. Tengo una fe, una gran fe, en la positiva eficacia de las colonias, porque he visto y veo sus admirables resultados. No ya en las memorias que constantemente se publican, apuntando las observaciones que los directores de las colonias recogen; los resultados prácticos de la buena obra que yo he tenido ocasión de comprobarlos de una manera directa en aquellas colonias escolares de la hermosa playa de Salinas, en Asturias,

organizadas y sostenidas bajo el patronato de la Universidad de Oviedo.

Hace ya bastantes años, en Abril de 1894, fué cuando varios profesores asturianos, que vivían siempre en la más íntima, estrecha y agradable comunidad de ideal universitario (Aramburu, Buylla, Sela) realizaron las primeras gestiones para organizar, como labor digna de la Universidad, una colonia escolar de vacaciones. Ya el verano de aquel año pudimos llevar á Salinas la primera, de veinte niños, durante el mes de Agosto, y desde entonces allá va nuestra colonia de niños de las escuelas de Oviedo; y si al principio extrañaba la intervención de la Universidad en cosas tales como eso de llevar á tomar unos baños de mar á unos cuantos niños, hoy ya parece esto la cosa más

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natural del mundo, y causaría desagradable sorpresa, estoy seguro, el que la Universidad ovetense dejará de organizar su colonia escolar de vacaciones.

Por lo que á mi toca, y estoy bien seguro que lo mismo ocurre á los profesores Baylla y Sela, veraneantes habituales de Salinas—no concibo el verano en aquella espléndida playa de la queridísima tierra, sin la preocupación de la colonia.

Solo breves líneas voy á dedicar á la demostración experimental de los buenos resultados de las colonias escolares de vacaciones.

Y conviene advertir, que los principales resultados, los de mayor alcance y más importante transcendencia no son susceptibles de una indicación demostrativa expresada, v. g. con cifras.

No se olvide lo dicho antes, que la colonia á escolar es una obra de educación, una prolongación de la acción pedagógica de la Escuela, y que persigue, por tanto, un fin de valor esencialmente moral, de formación interna. Siendo esto así, hay que poner á un lado el influjo pedagógico de las colonias de vacaciones, que será más ó menos notable, intenso, eficaz duradero y educador, tenga el maestro que las dirige y además, según la labor que después de realizada la colonia, se efectúe por los sostenedores de ella, cerca de los niños que la hubiesen formado.

Prescindiendo, pués de estas relaciones *éticas* los resultados de que pueda ofrecerse una demostración palpatoria, en cifras, son los físicos. Pueden estos, en efecto, apreciarse experimentalmente con indicaciones indubitable.

He aquí algunos: se refieren al aumento de peso, al desarrollo torácico, al crecimiento de los niños durante la temporada de la colonia de vacaciones: tomó de una de las interesantes Memorias, publicadas en los *Anales de la Universidad de Oviedo*, y relativos á nuestra colonia, de Salinas. Esta Memoria á que voy á referirme es del maestro de escuela Fandifio, su director bastantes años.

Pero, el aumento ha sido en general muy sobre el promedio normal... trajeron, se dice, los niños á su vuelta un aumento medio de *dos kilogramos y ochocientos gramos* habiendo aumentado uno de los niños 4 k. 250, otro 4 k. 100 varios más de 3 kilos, cuatro más de dos.

Desarrollo del torax: también este desarrollo ha sido muy por encima del normal de los niños de la edad de las colonias: "fue por término medio, dice Fandifio, de 22 milímetros en 31 días, habiendo una niña adquirido un desarrollo torácico de 40 milímetros, seis colonos marcaron el de 30, ocho el de 20..."

Crecimiento: lo mismo, resultó muy superior al normal; por término medio fué el de los colonos de doce milímetros, y hubo un niño que creció 25, dos que crecieron, 20, cuatro 15, nueve 10 y tres 5."

Y no copio más datos. Creo suficientes los indicados, para razonar sobre base de experiencia el influjo regenerador de las *Colonias Escolares de Vacaciones*.

ADOLFO POSADA.

Madrid, 22 de Junio de 1909.

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A las Plumas Femeninas

Nada más grato y encantador en la vida como contemplar y admirar esa bella mitad de la creación llamada mujer. Sin duda Dios ha puesto á esta flor del Eden en el mundo para embellecer y endulzar los momentos de la existencia del hombre.

Las anteriores líneas no necesitan demostraciones de ninguna clase, pues son y han sido siempre verdades evidentes en todo país donde se rinde culto á la civilización. En este apartado ríneón que el Inmortal Patriota de nuestras libertades ha llamado con muchísimo acierto "Perla del Mar de Oriente," las mujeres filipinas, sobre todo en estos últimos tiempos en que la lucha por el progreso está en su periodo más álgido, han demostrado ser verdaderas perlas que incrustadas sobre sólidas bases de instrucción y educación, pueden, sino superar, al menos estar al nivel de las mas instruidas de Europa y América.

La adaptabilidad de nuestras mujeres en todos los ramos del saber está fuera de toda duda, pues tenemos en todos los colegios, academias de facultad, centros de enseñanza superior, señoritas que cursan diferentes ramos de estudios, obteniendo muchas de las veces promedios muy excelentes.

Solo en el ramo de la literatura, con muy pocas excepciones, han tenido escasa oportunidad de lucir sus galas las hermosas flores de este acariciado suelo. ¿Cárecemos acaso de plumas femeninas amantes á este arte? No. Las mejores plumas, quizás por modestia ó timidez, ó porque están esperando mejor ocasión para lanzar sus mejores producciones han permanecido y permanecen mudas, restando belleza á este divino arte.

En este tercer volumen del THE FILIPINO TEACHER han aparecido desde su primer número dos colaboraciones de renombradas plumas. Son las de las Srtas. Adela Silva y Felisa Aquino. Sus trabajos han sido de gran valor y utilidad para esta publicación, pues han embellecido no poco el carácter de la Revista, toda vez que la belleza del alma iba remitida juntamente con la belleza de los artículos publicados.

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El Muro Viejo

—0—

Yo sé de un viejo muro
Que tuvo robustez de firme roca
Y imperó contra furias torrenciales
Las flores de un jardín lleno de aromas.

Enbellecido al muro
Lo enguirnaldaron, con lozana pompa,
Los tallos de un rosal que en primavera
Brindó tesoros de encendidas rosas.

En los floridos tallos
Se posaron las aves trinadoras,
Y en el muro un anciano que ofrendaba
Músicas y fragancias deliciosas.

En el otoño triste
Emigraron las aves voladoras,
Y con llanto de pétalos marchitos
Lloró el rosal cuya alma melancólica.

Y al perder el apoyo
De aquellos tallos que le dieron sombra,
Piedra tras piedra derrumbóse el muro
Que tuvo robustez de firme roca.

En la tarde serena de mi vida,
Cuando el otoño en lontananza asoma,
¡Tiembla al pensar que, como al viejo
muro
Pueda faltarme el beso de las rosas!

M. R. Blanco-Belmonte.

Esperamos que ocultas y bien trazadas plumas, pero no menos renombradas que las anteriores, como las de las simpáticas y respetables compañeras Srtas. Consuelo Agsava, Pilar Zamora, María Roxas, Pasquala Alzon, Felisa Bernabé, Luz Aybar, Cenena Buenaventura, y otras hacen con sus colaboraciones las columnas del THE FILIPINO TEACHER.

MINO SABE,

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LOS PRESUPUESTOS DE LA CIUDAD DE MANILA

La Junta municipal aprobó el proyecto de presupuesto del municipio, destinando un poco más de dos millones de pesos para los gastos corrientes y mejoras para el año fiscal de 1910 ó sean los doce meses á contar desde el 1.o de Julio de 1909:

He aquí las partidas:

Junta municipal	P252,000
Departamento de ingeniería y obras públicas.	427 640
Id. de Policía	550,000
Id. de Tasaciones y recaudaciones	328 800
Id. de Leyes	34 100
Id. de incendios	105,900
Id. de transportes	50 000
Id. de las escuelas de la Ciudad	282 150
Obras públicas y mejoras permanentes	47 350
Mejoramiento del estado sanitario	23 000
Total	P2,100 940

LA INSTRUCCION INDUSTRIAL EN PANGASINAN.

El 1.o de Noviembre próximo se inaugurará en Dagupan una asamblea normal de maestros para el estudio de asignaturas industriales, bajo la dirección de Mr. Leroy R. Sawyer, supervisor industrial de la provincia de Pangasinan. Las escuelas de Pangasinan sostienen en la actualidad veintinueve maestros municipales en trabajos de carpintería, muchos instructores filipinos en industrias locales tales como la confección de sombreros y canastros, y un número de instructores en ciencias doméstica en grados intermedios.

Una parte interesante de la normal será una exposición de los trabajos industriales efectuados por las citadas escuelas durante el semestre actual. Mr. Turner, superintendente de aquella división escolar, ha transmitido una circular á los maestros de la provincia indicando que las exhibiciones deberán graduarse según su calidad más bien que por la cantidad.

EXAMINADORES

Mr. Graham H. Kemper, profesor de matemáticas de la escuela normal de Filipinas, y James D. Barry, superintendente de las escuelas provinciales de Cavite, han sido nombrados examinadores de la Junta del Servicio civil de los Estados Unidos en Washington.

ASCENSO.

Mr. Ralph W. Wardell, ex-maestro supervisor de las escuelas públicas de la provincia de Tayabas, ha sido ascendido al cargo de director de la escuela insular de comercio. Acaba de regresar de disfrutar unas vacaciones en los Estados Unidos, y asumirá su nuevo cargo inmediatamente.

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NOTAS DE EDUCACION

Ha sido destinado á prestar sus servicios en Cebú, Mr. Sinclair P. Stewart, maestro, quien ha poco ha regresado de los Estados Unidos.

—Mr. y Mrs. Frank R. Adams, maestros que acaban de regresar de los Estados Unidos han sido destinados á Tagbilaran, Bohol.

—Ha sido destinado á prestar sus servicios en Ubay, Bohol, Mr. Harry M. Smith, un nuevo maestro que acaba de llegar de los Estados Unidos en el vapor "Mongolia."

—Ha sido nombrado maestro provincial de las escuelas públicas de Malabón Mr. C. A. Neff.

—Ha sido nombrado profesor de la escuela de comercio Mr. J. P. Grant.

—Tambien ha sido nombrado director de la escuela intermedia de Malabón Mr. Russell Trace y profesora de la misma Mrs. Trace.

—Mr. Gilbert R. Wilson, maestro llegado recientemente de los Estados Unidos, ha sido destinado á prestar sus servicios en Nueva Cáceres, habiendo salido para aquél punto hoy en el vapor "Bolinao"

—El maestro James L. Hartman, de Bauan, Batangas, ha sido trasladado á Lingayen Pangasinan.

—El maestro Charles B. Rohr, de Iba, Zambales, ha presentado la dimisión de su cargo por haber cumplido el plazo de contrato firmado por el gobierno y regresará en breve á los Estados Unidos.

Ha vuelto á ingresar en el Bureau de educación destinado á la división escolar de Samar, Francis E. Egan.

COMITÉ NOMBRADO.

El director del Bureau de Educación ha nombrado un comité para que redacte los cuestionarios de examen para las escuelas en el semestre que finalizará hacia fines de Octubre. El citado comité lo componen Gilbert L. Hall, superintendente de la división escolar de Rizal, presidente del comité, y vocales Miss Jessie L. Durhan, C. H. Crower y Fred Waters.

Los cuestionarios serán sometidos á las escuelas en todas las islas los días 21, 22 y 23.

MAESTRAS FILIPINAS

Las maestras filipinas Srtas. Pilar Elumba y Clemencia Asturias que, acaban de regresar de los Estados Unidos donde han cursado sus estudios, serán destinadas á prestar sus servicios en Surigao y Romblon, respectivamente.

NOMBRAIMIENTOS.

La junta de regentes de la Universidad de Filipinas ha nombrado á D. Vicente Francisco, profesor de escultura, y á D. Vicente Rivera y Mir, profesor de arte elemental de la Academia de Bellas Artes.

ENFERMO

Se halla enfermo de bastante cuidado el Sr. Leocadio R. Gonzales, maestro de la Escuela Primaria de Meisic, y director de la edición castellana de esta Revista.—

Deseamos su pronto restablecimiento.

DE VISITA

El Comisionado Gilbert acompañado del superintendente O'Reilly ha visitado las escuelas públicas de la Ciudad, habiendo salido muy satisfecho de los adelantos alcanzados por los alumnos en trabajos manuales.

INTERINO

Se ha hecho cargo interinamente de la edición castellana de esta Revista durante la enfermedad de su actual director el Sr. Guillermo Santos.

EL COM. PALMA

Este Comisionado en su reciente viaje por las islas del Sur, ha declarado á un representante de *El Renacimiento* sobre materia de educación lo siguiente;

"La obra educacional progresá rápidamente. El inglés se habla por toda casi la generación de edad escolar. En muchas partes no hay otro medio de entenderse con la juventud de ambos sexos que en inglés ó en el dialecto local. En pocos años, solo hablaremos el español los que lo proseguimos ahora."

Gigantesca obra es del actual sistema de educación. ¿Mas cuál es el factor importante para su éxito?

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Sa Wakas ay...

Di miminsang tinutdut n̄g aming panumat ang lubhang pangāngailangāng dito sa Maynila, kapital n̄g Sangkapuluan ay dapat māgpatayò n̄g m̄ga bahay-páaralan, na tumutugón sa m̄ga bagong utos at kaparáanang nilikhā n̄g bagong panahón ó pagkásulong. Datapwa't matagaltagál ding panahon ang lumípas at walà tayong námasdán anomang pagbabago sa dating kalág yan, kung kayà nayari sa aming gunità na ang aming tinig ay paós, at ang alingawngaw ay di umabót na humam-pás sa pakiníg na talagáng pinág-ukulan,

N̄guni't, anóng himalâ, at waláng anó-anó'y nágising dín ang aming pinupukaw, at āayo'y nakpag-isip nang dapat n̄ga paláng māgpagawâ n̄g m̄ga páaralang-bahay ang munisipio, pagka't lubhang nabíbigatan na sa kababayad sa inuupahang m̄ga bahay, kaya't

sa ikagáganáp n̄g panukalà, ay mayroóng itinatag na isáng Lupong magaaral n̄g m̄ga paraan at áyos na dapát sundín.

Nawa'y huwág magkaroón n̄g anomang balakid ang magandang bál k na itó, at sa maiklíng panahón ay mít, yò ang m̄ga bahay-páaralang iyán na siyáng malinaw na tanda n̄g madalíng pagwawagi n̄g karunungan sa Sangkapuluán.

Dalawang salita sa kinauukulan.

Malugod naming ipinatátalós sa karamihan at lálónglálò na sa m̄ga máyarì, na kung dí malathalà 'ng kanilang m̄ga ipinadadala ditong lathalà inay hwág maghibinanakít, pagka't ang kanilang m̄ga gawâ ay pinipiít sa kulunγan n̄g kwarentenas, saḡi sa daláng sakít na nákhahawa, na dili iba't sa pag-iibigan.

Tantuin na dí itinatag ang páhayagang itó, upáng magíng bibig n̄g m̄ga naá-apí at naghihimutók na pag-ibig. Masdán kung anóng url, habas, kulay at layunin mayroón ang



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páhayagang ito. Huwág ninyong palébhasain, batukín ng putik na makapupusiaw sa iná-aring ningníng, inyo sanang mahalín at balagahán gaya ng nararapat.

Padalhán ninyo kamí ng mga babasahing natutungkol sa pagtuturô, pag-aaral, mga gurô, nagaaral at atbp. angkap sa pitak ng mga da-hon ng isaág páhayagang gaya nitó, at aming ilálathehà ng boóng giliw, guni't, kaílan ma'y huwag kuğ itó dín lamang ay "love".

Ang Ibinubunga ng Pagtitipid.

"**ANÓ ANG MANYAYARI SA**

ATING PAMAHALÁN?

..... AT IYON BA ANG 'ECONOMIA?

Masakláp na katótohanan ang nangyayari ngayón sa loób ng kágawaran ng Pagtuturô, higit kanino ma'y lalò sa mga guróng pilipino.

Bago ko isalaysay ang kahabag habág na kalagayan ng lahát hâlos ng mga guróng pilipino sa Sangkapuluan, ay magbibigay akó ng ilang pakahulugan sa tungkulin "Gurô".

"Gurô"—sa makatuid ay "maestro" sa káriiwang sabi.

"Wika" ng mga marurunong: "Ang gurô ang siyang may pasán ng lalò at kadakida-kilà nguni't ... napakabigát na tungkulin dito sa ibábaw ng lupà.

Tingnán natir: Ang màgpamulat, ó mág-padakilà at magpakilala ng isáng mahalagáng bagay ay isáng kapurihang gawâ.

Ito'y nasa isang gurô.

"Gurô"—sa matwid na sabi ay pamagát sa mga taong nágpapalusog sa mga murâng isipan sa nagaakay sa nanğadidimlan sa ilaw ng kaliwanagan, sa nagpápakilala ng banál na katwiran, sa dumadálisay at nagbubunkal ng mga natatagong hiyás ng kalikasan, upang sa pamamagitan nito'y makilala at maipakilala ang kahalagahan ng isang karunungan.

"Gurô"—kapit din sa mga taong natuturô sa isâng tao upáng maging ganap na mamamayan at ng upán ding maging karapatan-dapat sa mata ng Diyos.

"Gurô"—sagisag din ng mga bayang malakas, niyang bayang kumukupkop at kumakandili sa ibang kapwa bayang mahina at taluntalunan, upang sa ganito'y mapalusog niya ang kinakailangan sa ikapág-sasarili pag-dating ng araw.

Anóng halagá! datapwâ, ibahin ang ating panin  gin at ita  s ang ating mga pig-tang no   kung salik  d ó har  p ng ganitong kahalagahan at napakahirap na tungkulin, ay sap  t na tin  tugunan ng karampatang sahod?... Ating isusog at itugm   ang katatapos pa lamang banggit  n ukol sa maningning at busilak na kahulug  n ng is  ng gurô, at saka timba  n sa is  ng Talarung Timbang  n, kung ang kapaguran at sahod ay nagkakapat  s?...



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Naháhabag akong ititik dito na ang māga karaniwang sinasahod nāg māga gurō sa mara-ming lalawigān ay kulang pa kung minsan sa maliit na gastos nāg isáng tao.

Ang māga pangyayaring ito ay di dapat bayaan nāg ating pámahalaán kung ang mithil din lamang nāg pámahalaáng iyan ay huag man-saiyamí dito sa Sangkapuluan ang tinatawag na "Civilización" sa kamay ó arugà nāg māga americano at kung ang pamahalaang iyan ay naghahanágad nāg ating pagsulong, aalagatain niya, at tuwì na'y bigyang kagamutan ang māga bagay na nekapipinsalà sa ating paglalakad.

At kung gayon, bakit di dito ibigay ang lingap, dito sa māga kawal nāg ating pagbabagong buhay! at bagkus inaalisan at lalong pinagtítipiran nāg pamahalaan natin? ¡hiwagà...

Sa lugal na dapat arugain at palusugin ang ating māga paaralan, ay lalong pinagtítipiran, ¡hindi ba itó katakataka? ¡Oh, ang ating pamahalaan! at... ah... ang economiyang iyan!.....may kipkip na hiwagà sa māga ling-kod na pilipino!.....

Sa "Economiya" kayang ito nāg ating pamahalaan ay masunduan ang malusog na pag-unlad nāg ating māga paaralan? Sa "Economiya" kayang ito ay makapagtitiyagà ang karamihang gurōng pilipino.

Malasin ang nangyayari, at ditong dito lamang sa Maynilâ, sa kakulanğan nāg ginagawà dampót doón, danpót dito, batak doón, batak dito, palibhasa'y ang pinagpaparoonan ay mura at sadyang maraming nag-aabang, n̄guni't dina-naisip nāg pamahalaan natin na ang gayong ga-wà ay totoóng nakasisirà sa malakas at mahusay na pagsulong nāg māga paaralan.

Hindi pa ito ang kasakit-sakit. Anhín naba kung hanggang doón na lamang. Na iyan ang panibagong pagtitipid, ó "Economía" (sa pilipino lamang na naman halos) na sa pagbabawas nāg halagāng P150.000.00, sa dating presupuesto nāg māga páaralan, ay naging panibagong dagok sa kahabaghagbag at napapíng sahod nāg māga gurōng pilipino. Natangi ang Maynilâ at Bulakan, aog tinatamaan

nāg sahod nāg bawa't gurōng pilipino ngayon ay P18.39, sa dating P20.69 noóng 1904.

¡Ito bay di nakapanglumot?... ¡Oh! ang daíng nāg māga pilipino!... ¡oh! ang economiyang iyan sa dating patay na'y pinapatey pa! at... !oh!.....¡ano ang nangyayari sa atin pamahalaan?... Na ito'y isa lamang pagkakataon daw? ¡aywan! aywan sa panahon! !!! katakataka!!!.

MIGANT.



KARANIWANG MANGYARL.

Ang Kapalaluan

"Ang māga sandaling pagkakataon ay daig ang pinagtíiyap"

Halos hindi pa man napapawi ang alingawngaw nāg may hinanakit na batí sa akin nāg kaibigan at kapátid sa tunkol na si G. Guázon ay, ulinigan ang nakalulunos na balitāan nāg iláng māga kasama; kayâ, at hindi man nasa ang sumulat ay nagtiyagà na rin, una'y sa adhikang mapágbigay loób at ang ikalawa'y maipagunità sa kinauukulan ang nakalalagim na pagkakamali, at ang di pagkákilala sa sarili.

Alám na natin māga giliw na bumabasa na ang kapalaluan ay isáng ugali na kinasusuklaman nāg lá-hát nāg taong marunong magpakumbabà sa sarili, at ang māga taong kinakapitaan nāg ganganitong asal ay ang māga sawing palad lamang na busabos nāg pag-lalóng si "Luciper."

Hindi kailâ sa atin na ang ikinahibigó og māga banál nating panukalà ay dahil sa udyok og mapakalaking kapalaluan, at upang huág mag alinlangan ay pagmasdau ang madaling pagbabago nāg isáng tao kapagnagnaroon na nāg kaunting katunkulan. Nariyan ang māga sundalong animo'y hari, nariyan ang māga tiktik na hindi pa anino ang kalupitan nāg māga "Guarida Civil" nāg panahon nāg kastila, nariya ang isáng tanod, māga gurō, na ang palagay sa sarili ay uála ng kapantay at walang kasíng galing. Sa abá nāg māga bayang tinutubuan nāg māga ganganitong tao! Mahangay hindí na ipinanğanak! Ang māga taong ito ang lasong kumakamandag sa pag asa ng ating hayan, ito ang māga mabibisang olupóng na wala nāg inaadhiká kundi ang kęgalinğan nāg kanilang sarili, sukdang ikape-wakawak nāg sariling lahi.

JUGUETES, JUGUETES, JUGUETES, siempre muchos juguetes. Acuidid niños!!!
muy braatos, y siempre baratos en La Puerta del Sol.

Mga gurô psahón natin ngayon; katasin ang boóng kaya natin sa pagtatáhîn sa alaala ng ating mga batâ na, ang lalong mababâ ang silyáng maganda; at ang kapalnan ay dapat kasuklaman. Huwág silang pumara sa mga taong naríyan na matsás lamang ng kaunti ay nagwawala ng datulad, ang tingin sa kapuwâ ay hanip.

Sa katapueán, giliw na bumabasa, ay tatapusin ko sa mga ilang salitâ, upáng huwag kong lubhang magámbalâ ang inyóng katahimikan, na: Kung sakali at ikaw ito ay sikaping iwaksi sa iyong sarilí, at sa-kaling hindi maganáp at ikaw ay gurô, ay magbitiw sa tungkol alang-alang sa ikagagaling ng ating bayan; ikaw ay hindi marapat tularan.

Isaalaala ring katuparan nito ay tagumpay natin sa mga may masasamang hinalâ sa ating paaralan [sa ang mga batâ natin ay kulang sa magandang aral] at tagumpay pa rin ng ating lahi sa laong pag gsa.

5—9—09.

SINAG.



Ang pagpapaunlak sa mga Guro

Ginigiliw kong mga kasamahan sa pag-aaral. Minagaling ng aking sarili ang pagpukaw sa inyong sanghayâ sa mga oras na ito, sapagka't ang kaunting pag-iisip na ina-abot ko sa mga panahon ngayon, ay tila mandin isang kakulaúgan ang hindi magpaliwanag at mag palinaw sa inyo. Ito'y walang ibâ kundi âng sa mga matiyagang guróng nagtuturô sa atin nîg lahat nîg katotohanan at kaliwanagan. Kayâ ko nasaibi na sila ang nagtuturô nîg kaliwanagan at katotohanan, sapagka't kung tayong lahat na inanak ni "Eba" ay doón na lamang lâlaki sa ating mga magulaung ay ea pakiramdam ko ay walâ tâyong kásasapitan kundi ang pawang kalayawán nîg áting kátagawan, at ito namang kalayawan nîg áting kátagawan ito ay nasasahuling dako ang pagsisisi. Ang kawikaan nîg ay walang unang sisi kundi nasasahuli.

Nguni't kung tayo ay nagsisipasok sa páaralan at tinuturuhan tayo ng isang tagapagturô, ó, sa akin mga tantiyahan ay marami tayong mâtutuhan. Bakit magiging enhiniyero, ó magiging abogado, ó magiging isang pangulo ng bayan, kundi siya nagdaan, ó nanggaling muna sa kamay ng isáng tagapagturô? Tingnán ninyo mga kababayán ko, kung ga-anó ang kahalagahan nîg isang tagapagturô.

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Dadatapwa't sa panahon ngayon ay nagkákaibâ ang naugayari, hindi na tayo bumábayad sa isang tagapagturô, at hindîrin naman tayo bumibili ng libro ng upang pag-aralan ay pawang paglililo pa ang ating ginagawâ sa isang tâga pamihâlâ ó taça pagturd sa atin. Nanayam ang sila ay ating paglalitin, at syain ng mga páglilikót sa klase. Ito bâ ang igaganti natin sa mga tagapagturô sa atin? Ay mga bulâz na pag-iisip kung kayâ tayo ay pinapapazok ó pinapag áaral sa isang páaralan ay ng upáng tayo ay mâtuto ng sarisaring ikágagaling ng ating sarilí at ng ating bayang tinubuan, at hindi ang mag-aksayá nîg panson, kayâ magnilay-nilay tayo mga kalahi ko.

Ang sumásamô,

MARIANO G. GIDA.

Grade IV of the San Roque,
School, Cavite, P. I.

Gunita sa nagdaan

PINAG-USAPANG NATUPAD

(Karugtong)

I

Ağ mga yabág ng mga pá niyong mga kabayo ağ mga kalatis niyong mga gulong ng mga kalesa; ağ mga di magkámayawağ huni niyong mga ibon na ğagsasalimban sa mga punoğ kahoy na naglalaguán sa magkabikabilâg panig ng daâg patuğó sa Tansâ: ağ walağ patay na lagaslas ng tubig sa matarík na prinsâ ng Malabon; at ağ mabanayad na simoy ng haġġig nagmúmulâ noón sa dakoğ dagat Hulugan ay nakkibiliğ anaki sa pakſigalâk sa mga naglálakbay nôğ puspôs ng mga kaligayahan; anaki'y mga sumásaksí sa mga katotohanâg ağ Pag-Ibig ay mapag-

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tikha ng tipanan; mapagdulot ng pag-sa; mapagta-loob ng ligaya at buhay ng mga tunay na pag-iibigan. Oh! kun ag mga lawan ng mundo ay walà na sanañ katapusan, kug ng lahat sa buhay na ito ay di sana katulad ng aró na kaagad ay napaparam; at kuo ag wéa kipalasan ay naágatato mo sana kailan ma't nasáin, disi'y ag mga sandaliq iyóq pagtupad sa iság pinag-usapan ay tuay naq lagit, tuay ng kaluwalhatian at buhay na waléq haqsan sa mga pu-soq iyóq haqqa qayo'y nagtatalik ng mga dalisay na pag-ibig.

XII.

—Kay gandá ng umagaq ito—ag pagkasakay sa kalesa ay magiliw na pasimulá ni Tapat sa pasík-pagusap sa mga nakasakil na sina Epaq, at matahimik.

—Magandá gá pò—ag tugón ni Epaq—pagka't umaga ng pagtupad sa maláon naq niuanasa. Bukód pa ay dapat ninyóq tantúin na “walaq Sábadog kulinisim katúlad ng katotohananq walaq taog di málalam gumiliw.”

—Sa makatwid pò ag pag-giliw ay katutubó ng bawa't tao?—ag ulit ni Tapat.

—Alintana pò—ag kay Epaq uamán.

—Bakit pò may mgi tao, laló na ag mgi babae, ipágpatawad ninyó sa akin ng gauitog pagesabí, di na gumigliw áy humáhabag pa?

—Iyan po'y naqguyari, at katotohanan gá sa amíg mgi babae, kuédi ka tapát o di kiná-uukulan ng amíg pag-ibig. Pag-ibig ag sabi ko, pagka't itó ag iná ng pag-giliw. At unawain ninyó na ag paghabág namin na inyóq sinabi ay di nagmumulá sa amin kundi sa inyó dig mgi lalaki, ipágpatawad din ninyó ag pagtuturiq ko ng ganito, pagka't marami sa inyó na kahi't kilala nag di siya katapát ng púsó ng iság babae ay nagpupumilit o naggúgumít din haggag ag masapit gá ay ag pagkahabág.—Ag sagot ni Epaq.

—Sayág!—ag nawiká sa sarilí ni Tapat—at sa ganitoq pagusap namin ay di si mapagtuiq ng akiq buhay ag dito'y akiq nákasakil. Kué siya'y náritito, disi'y makasasaksi siyá sa katotohananq ag pag-giliw ay may kanyang kiná-uukulan; disi'y di niyá maipi. pikit sa akin ag kanyág mgi himala at disi'y.....

M. KABABAYAN.

Itutuloy

FARMACIA AT LABORATORIO NI P. HIZON

Ang Farmaciang itó na kilala na ng madla dahil sa kabutihan ng mgi gamot na dito'y ipinagbibili, ay may issá pang katanqian at ito'y bagong katátag na Laboratorio na kinasasangkapan ng mgi pamamaraang na-ayon sa kahilingan ng bagong panahón pará sa pagsusuri ng mgi bagay-bagay na kagamitan sa mgi *operaciones Quirúrgicas*.

At itó rin ang tanqing Farmacia na gumagawa ng bantóq na Ampollas Hizon pará sa Inyección. Madaling pagbibili lalo na sa despacho ng mgi receta. Mabuting pagtanggáp es mgi mamimili. Nagbibili rin dito, sa lalong mababang halagá, ng lahat espesífico mgi kagamitan sa tocador at mgi piling pabangó na gawa ng mgi kilalang magpapabangó sa extranjero.

“Sulong tayo sa Ikagagaling”

Oh! mgi kamág-aaral, huwag ipagdaláng galit yaring pagtitik ko, at pággpatalathá ng iláng talata, sapagkat, itong mgi sasambiting kong itó ay di ikasasamá ng ating sarili at bagkus ikabubuti. Kaya ako ay tumitik nitó sa ngayon, ay sapagkat marami pa sa mgi kalahí natin ang nangakakatuog. Kung kaya nasabi ko itong mgi bagay na ito, dahil sa nangyayari dito sa ating páaralan, na ang karamihan sa nagsisipagaral dito ay papasok ng isá ó dalwang araw, at di na papasok ng boóng isáng lingo. Ay mgi kasamasama ko sa pagaaral!

Anopa't kung ganito ng ganito ang ating uugaliin ay wala tayong kakipakanán, at kaipala'y bagus ma-uwrong tayo, at di masusulong sa landasin ng matuwid, at tuloy ang Inang Bayan ay unapalugamí at walaq hihinting kaginhawahanq magpakilala man Tingui ang matitiyagang tagapigturó sa atin kahit hindi sapút sa kanila ang tintungap nilang kabayarán ay nagtitiyagá. Bakit kaya? Sapagkat ibig nila tayong matuto at ng tayo namán ay makatuloung doon sa ibaong nagsúsumakit upáng ibaúgon itong ating bayang nalulupaypay. Kaya magisipisip tayo ngayon ng pag-asu ng Pilipinas sa huli. Sukat nating ahalin na ang pnahún ay higit pa sa gintó, na di maaaring túmbasán ng ano mang bagay dito sa ibabw ng lupá. Kung kaya ko nasabi na ang panahon ay malakiq halagá, sapagkat ang araw, ó oras na lumampás, ay di na muling magbabalik magpakailan man.

Kayá bangón na mgi kapatid ko at tigní ang Inang Bayan, kulang na lamang ay matunaw sa kanyang pagkakahandusay, at ang kaniyang inaantay ay ang pag-síkat ng minimithi niyang bagóng ira. At upang matuklasan ang lahat ng ito ay kinakailangan ang tunay nating pagtitiyagá sa pagtitigis ng katas ng

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mukluk sa mataás na *urna* ng lalong kadakilaan.

Kaya nga ating pagsikapan
hangang hindi matuklasan
ang bunga ng karunungan
upang ang ating Inang Bayan
ay guminhawa ngang tuney.

NICANOR M. RAFAEL.
Grade IV.

San Roque School, Cavite, P. I.

PALATHALA **SALAMISIM**

:Sa pangangarap...:

Kay Hierba doncella:

I.

Tahimik ang gabi.

Mahinahong nahihiwalay ang katawan ko sa isang gulanit na banig... nang ako'y kalantariin ng isang bunggang tulog...

II.

...Nagsadya ako sa bahay ng binibining naging kapit-bahay sa daang X.

Diwa'y sa kabutihang kong palad noo'y inabutan kong siya'y nag-iisa. Pinatuloy niya ako't kami'y naga-kaniig.

Palibhasa, ang puso ko'y ninibok ding kapara ng sa ibang nanunuyo ay nangyari ang dapat na mangyari: ang mga sandali, di ko sinayang at ipinahayag ang dalisay kong hangad na siya, y pintuhuin ng aking pag-ibig.

Datapwá, tangíng napala ko sa ganitong pagtatapat ang ako'y madustá: di raw niya matatanggap ang isinusuyo, pagkat ako, raw, ay isang hamak, isang matalita

III.

Nang marinig ko ang huli niyang ipinanugusap ay nawalan ako ng diwà. Ako'y napalugmok; dahil sa kahiliyan: O sa katotohanang akó nga'y dukhá ó sanhi sa pamukhaang pagsiphayò sa aking pagkatao.

IV.

Dí ko maalaala na kung gaano katagal na ako'y walang munimuning sarili.

Ngunit ng ako'y matauhan... ay isang piping paghihiganti ang tangíng nasulat ng mga labi ko sa malamakupa niyang pisngi.

—Iyán ang tandá ng mataos kong pasasalamat sa iyong pagdustá—ani ko.

At, ako'y tumalikod. Nanaow, nanaog upang huwág nang muling tuntungan ng mga paa ko ang bahay na yaon.

V.

Isang pulis ang sa aki'y dumakip pagkalabas kon ng pinjúan. At nang aking tanungin na kung bakit niya akó hinuli ay sinagot na dakil daw sa ginawa kong paglapastangan sa dalagang yaon.

Oo, dí ko madalumat na kung bakit nalaman ng pulis na yaon ang sking inanyô!

Sa gayo'y dí ako tumutol; nguni't namanhik-sumamong ako'y mangyari lamang pahintulutang makaperiyan sa inyó, upang aníkó sa sarili, ay matalastas fno ang naging hanggá ng aking "pasasalamat".

Háyeg naman ang marangál na pulis at sabay-kaming lumakad.

VI.

Dí ka kumibo't waring naghinanakft pa nang mantaotó mo ang sa akin ay nangyari. At nginitian mo akong isang nging pilit hangga ngayo'y para ko pang nakikita.

Sa dí ko makurò na kung bakit ká nagkaloob ng gayong at simbuyó ng masasal kong hinagpis ay napalu-hod akó sa iyong harapan. Dí nakapagtimpí ang aking mga matá; ako'y na pahagulgol na parang isang batang malambing sa kanyang iná, sa pag-nanasang matahó ang sanhi ng iyong paghihinampó.

VII.

—Bakit ká umiiyak? ñano ang sa iyo'y nangyari; SINAMOMO?—ang magkasunod na tanong ng aking ama-na, sa aki'y gumising.

—Walá po! Nanagimpan láng po ako—nang makaisangdali'y malungkot' kong naitugon.

Dí naman naluwatan at akyo'y muling nakalimot.

VIII.

Kinaumagaha'y kinurò ko ang napangarap ng si-nundang gabi. At, tuloy nagunitá ko na ngayo'y ka-arawan ng iyong pagsilang.

—Marahil,—ang nawiká ko na lamang—kaya dí ka umimik at waring naghinampó, dahil sa pag-aalaala dí kita mababati sa kaarawan ng iyong pagsilang, pagka't akyo'y ipagsasama ng pulis na yaon upang panagután ang aking naging sala.

Kaya, minarapat ko na, ito'y ilakip sa na hahan-dang "maligayang bati" na talagang ipadadala ko sa iyó.

SINAMOMO.

Tundó, Maynila.

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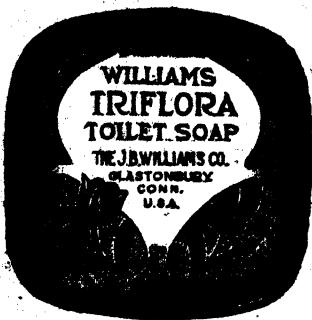
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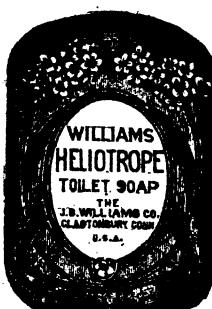
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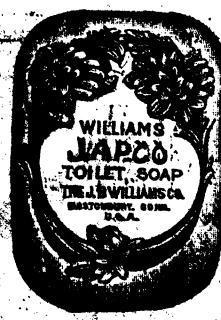
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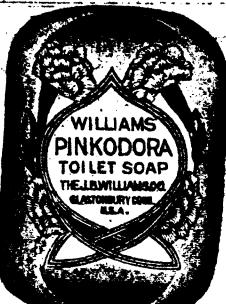


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